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Graduate Council Curricular Report No. 1974-75--2

University of Rhode Island Faculty Senate

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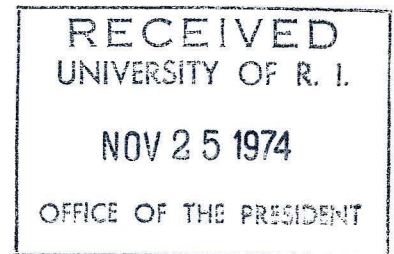
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UNIVERSITY OF RHODE ISLAND
Kingston, Rhode Island

FACULTY SENATE
BILL

Adopted by the Faculty Senate



TO: President Frank Newman

FROM: Chairman of the Faculty Senate

1. The attached BILL, titled Graduate Council Curricular Report No. 1974-75--2.

_____ is forwarded for your consideration.

2. The original and two copies for your use are included.
3. This BILL was adopted by vote of the Faculty Senate on November 21, 1974 (date).
4. After considering this bill, will you please indicate your approval or disapproval. Return the original or forward it to the Board of Regents, completing the appropriate endorsement below.
5. In accordance with Section 8, paragraph 2 of the Senate's By-Laws, this bill will become effective on December 12, 1974 (date), three weeks after Senate approval, unless: (1) specific dates for implementation are written into the bill; (2) you return it disapproved; (3) you forward it to the Board of Regents for their approval; or (4) the University Faculty petitions for a referendum. If the bill is forwarded to the Board of Regents, it will not become effective until approved by the Board.

November 25, 1974
(date)

Albert J. Lott
Albert J. Lott
Chairman of the Faculty Senate

ENDORSEMENT 1.

TO: Chairman of the Faculty Senate

FROM: President of the University

1. Returned.
2. Approved ✓. Disapproved _____.
3. (If approved) In my opinion, transmittal to the Board of Regents is not necessary.

Nov. 26, 1974
(date)

Frank Newman
President

(OVER)

ALTERNATE ENDORSEMENT 1.

TO: Chairman of the Board of Regents

FROM: The University President

1. Forwarded.
2. Approved.

(date)

President

ENDORSEMENT 2.

TO: Chairman of the Faculty Senate

FROM: Chairman of the Board of Regents, via the University President.

1. Forwarded.

(date)

(Office)

ENDORSEMENT 3.

TO: Chairman of the Faculty Senate

FROM: The University President

1. Forwarded from the Chairman of the Board of Regents.

(date)

President

Original received and forwarded to the Secretary of the Senate and Registrar for filing in the Archives of the University.

(date)

Chairman of the Faculty Senate

UNIVERSITY OF RHODE ISLAND
The Graduate School

CURRICULAR REPORT FROM GRADUATE COUNCIL TO FACULTY SENATE
Report No. 1974-75-2

At its Meeting No. 128 on November 1, 1974 the Graduate Council considered and approved (where necessary) the following curricular matters which are now submitted to the Faculty Senate for information or confirmation as indicated.

I. Matters of Information. (For further details, consult the chairman of the department concerned.)

A. College of Engineering

1. Department of Industrial Engineering

a. Experimental Course

IDE 570X Operations Research Modeling in Health Care II, 3
Introduction to major areas of application of operations research in health care systems; emphasis on modeling and other analytical techniques used in hospitals, ambulatory care centers, planning and regulatory agencies and health systems research organization. Prerequisite: IDE 435 and EST 409 or equivalents. (Lec 3) Staff

B. College of Arts & Sciences

1. Department of Education

a. Experimental Course

EDC 516X Teaching English as a Second Language to Adults II, 3
A practical application of teaching the techniques of listening, speaking, reading and writing to adults whose native language is not English. Materials, media, and other teaching devices related to the teaching of English to adults will be explained. (Lec 3) Prerequisite: Permission of instructor. Jones

UNIVERSITY OF RHODE ISLAND

TO: The Faculty Senate
The Council of Deans
President Frank Newman

FROM: The Ad Hoc Committee Studying the Continuing Education Unit

The Ad Hoc Committee studying the Continuing Education Unit responds to its charge from the Faculty Senate by presenting the following findings:

The Continuing Education Unit (from this point on referred to as the CEU) is a measure of time spent in "organized continuing education, adult or extension experience under responsible sponsorship, capable direction and qualified instruction." One CEU is awarded for each ten hours spent in such activity. The awarding of CEU's is widespread nationally; the Southern Regional Association of Colleges and Schools requires its membership to award CEU's for non-credit offerings which meet the criteria set forth in the accompanying list of recommendations from this committee. Texas A&M University has been assigned as the regional storage bank for CEU's awarded by southern schools, and a sophisticated data point system has been developed to maintain records.

Throughout the country, many schools have recognized the need to provide some measurement for participation in non-credit, structured learning experiences, and industry, professional associations and the government are finding the CEU a viable mechanism for providing such measurement. Relicensure in professions such as nursing is becoming an increasingly pressing issue, and the American Nursing Association has officially accepted the CEU as being a valid way of meeting recertification requirements. Businesses are increasingly recognizing CEU's for in-service training programs and upgrading programs for staff, and promotions can be effected for employees with accumulated Units.

More locally, The University of New Hampshire has been awarding CEU's since 1970, the Universities of Massachusetts and Connecticut have been doing so for over a year, and a number of other institutions throughout New England are in the process of developing CEU-awarding systems. For the University of Rhode Island to align itself with this group of forward-moving schools makes good sense. Experience with adult students demonstrates clearly that they are very conscious of obtaining some tangible benefit from taking courses. Even if credits in themselves are not of particular use to these students, when given the choice of taking courses for credit or no credit, they almost invariably will choose to take them for credit, feeling that somehow they are getting more for dollars paid. The result of this is that a number of good, valuable non-credit courses must be cancelled every semester for lack of enrollment (courses within our Law for the Layman series for example) and the non-assignment of a completion award must be considered as an important factor in this problem.